DOCUMENT RESUME

ED 275 808 CE 045 061

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TITLE Development of Home Health Aide Curriculum Project. Final Report.
INSTITUTION Tacoma Community Coll., WA.
PUB DATE 86
NOTE 49p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Allied Health Occupations Education; Behavioral Objectives; Community Colleges; Course Descriptions; *Curriculum Development; First Aid; *Health Services; *Home Health Aides; *Medical Services; Postsecondary Education; Safety; Two Year Colleges; *Visiting Homemakers

ABSTRACT

This package contains materials intended for use in a new home health aide curriculum that is designed to be presented as a two-quarter program at Tacoma Community College in Tacoma, Washington. Included in the package are a final report outlining the objectives and outcomes of the project to develop a home health aide curriculum that would meet Washington state requirements for nurse aide certification, a listing of program objectives, a proposed outline for courses to be completed by students during the two quarters of the program, proposals for and descriptions of the program's two core courses, and core course outlines. The first outline is for an eight-credit practicum intended to introduce students to the home health industry, role of the home health aide and other team members, and functions and tasks of each team member; develop communication and crisis management skills; provide an overview of anatomy and physiology; and cover personal care, infection control, safety, nutrition and food preparation, homemaking, and stress management. The second outline is for a 12-credit course that explores common illnesses and disabilities and the home health aide's role in intervention and covers the procedures and skills required of a certified nurse assistant. The latter course provides instruction in developing care plans, promoting compliance with medications, participating in rehabilitation projects, assisting with death and dying, administering first aid, and caring for new mothers and infants, and also includes a practicum that places students with home health agencies. (MN)

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TACOMA COMMUNITY COLLEGE

Final Report
Development of Home Health Aide Curriculum Project

Prepared by
Patricia Brown, Principal Investigator

Tacoma Community College's implementation of a program improvement grant to develop a Home Health Aide (HHA) curriculum is now complete. Enclosed as the final product of the project are:

Program Objectives
Proposed Curriculum Outlines
Course Descriptions
Core Course Outlines

The following report will speak to the process of meeting and accomplishing the objectives originally formed for the project. Comments are included which address strengths and weaknesses of the process.

Objective 1: Develop course objectives for the two quarter curriculum for Home Health Aides.

Research of literature to assist in defining the role of the Aide and requisite skills and knowledge yielded little of concrete value. A Model Curriculum and Teaching Guide for the Instruction of the Homemaker-Home Health Aide was obtained from the National Homecaring Council, and was a helpful Resource in developing program objectives and course objectives. It is, however, of limited scope within the framework of TCC's curriculum plan.

Home Health Aide employers contacted shared freely their job descriptions and evaluation of what they find lacking in abilities of new employees. This information was most valuable in the development of objectives. The ad hoc advisory committee recommended significant modification of objectives and assisted in the development process.

Objective 2: Determine which existing Home Health Aide curriculum concepts will be incorporated in the TCC Home Health Aide curriculum.

Communications with community colleges developing curricula largely centered on difficulties they are experiencing in implementation. This input has been carefully evaluated in making plans for student recruitment and continuing to ascertain employability of graduates.

Communications with health care textbook companies yielded only one current Home Health Aide text: Being a Homemaker/Home Health Aide, published by Brady. This text was also used as a resource in program and course development. The paucity of written materials regarding HHA curricula reinforced the need for the current project.

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Objective 3: Identify Washington State requirements for nurse aid certification, incorporate same in Home Health Aide curriculum.

The standards set in WAC 308-121-030 were reviewed throughout the development, and course objectives as designed meet the requirements. Per direction from the State Board of Nursing, a letter has been sent to the Board advising them of the program. Previous TCC approval as provider of a Nursing Assistant Training Program (under the Nursing program) will extend to the Home Health Aide program. Graduates will be awarded certificates of completion.

Objective 4: Design curriculum strategies and activities which will enable students to successfully meet course objectives developed in project Objective 1.

As anticipated, this objective required the majority of manpower hours to fulfill. The ad hoc Advisory Committee was composed of two TCC faculty members with particular expertise desirable in the curriculum development (Human Services and Special Needs) and five representatives of the Home Health industry, administrators and coordinators. The committee met in full session three times and in subcommittee twice, along with project staff; Principal Investigator, Division Chair of Allied Health, and Director of Vocational Education. Additionally, mail and telephone interactions were made.

The Advisory Committee was very much a working group which participated fully in development of objectives, curriculum outline and course outlines. The diversity of backgrounds they represent and their enthusiasm and professionalism contributed immeasurably to the quality of the final product. I would advise thoughtful evaluation of members selected for similar work as the composition of the committee was crucial to the process. It should be noted that responsibilities of members created difficulty in scheduling working sessions, however, they hold an irreplaceable expertise. Telephone conferences were found to often be unproductive given this constraint. The staff and committee carefully explored existing TCC courses in establishing a curriculum design to meet program objectives, and debated value of incorporating total courses and/or components of in the curriculum. Several design alternatives were studied and analyzed between March and May before adoption of the enclosed proposals. This process, while tedious, resulted in a scholarly curriculum which is felt to be worth the time vested.

Course objectives were developed by the Principal Investigator and subcommittees and were similarly studied in phases by the Advisory Committee, appropriately modified and finalized. Again, the specific input from the committee on functions and training of the HHA was invaluable. Detailed core course objectives make it a very implementable package. Program approval forms were submitted to the State Board for Community College Education and approval was granted June 24, 1986.

Objective 5: Develop plan for the practicum portion of the Home Health Aide program, placing students with Home Health agencies and in homes for clinical experiences.

Throughout the development of course objectives, identification was made of learning which should be reinforced in the practicum. A brief description of the practicum design is included in the course objective package. Discussion was held with the committee regarding the need for a liaison with

them for clinical experience. Additionally, the Principal Investigator spoke to the Pierce County Health Care Providers Council on 12 June to alert them to the program, request assistance in student recruitment, and alert them to the need for practicum coordination.

Objective 6: Evaluate classroom and practice lab space needs, and equipment and supplies needed to support a two quarter program.

The Allied Health Chair has been advised of anticipated practice lab needs and is incorporating this in the current remodeling of Allied Health facilities. An initial estimate of equipment and supply needs was composed by the Principal Investigator.

Objective 7: Create a plan for publicizing new program to potential student population for recruitment of students.

Student recruitment was explored through the Advisory Committee. The Vocational Education Director has begun dissemination of program information to job training agencies. The college's Director of Information and Publications was provided information to begin the process of publicizing the program through college avenues.

Objective 8: Share results of curriculum project with others engaged in similar work.

This is currently in process through the Final Report and submission to ERIC.

Evaluation has been accomplished as described in the grant application; and one component is still in process (TCC Curriculum Committee approval will be sought when the committee reconvenes in the Fall, 1986).

Final comment: It should be noted that superior administrative support for the project was received from the Director of Vocational Education, Walt Nolte and Allied Health Chair, Shirley Johnson. Both maintained an open door to the Principal Investigator and facilitated the development process through expert guidance.

PROGRAM OBJECTIVES
Home Health Aide

At the completion of the Home Health Aide Program, the graduate will be able to:

1. Identify the role of the Home Health Aide as a member of the health care team.

2. Help the patient and family members communicate their needs and problems with home health care more effectively through use of listening skills, skills of relating information to family and health care team and general skills for support.

3. Describe psychological and physical needs shared by all human beings.

4. State factors involved in understanding and working with older adults, children, ill persons, disabled persons, and severely disturbed adults and children.

5. Describe how body systems work together and apply this information in planning patient care.

6. Define common medical terminology and abbreviations.

7. Perform basic patient personal care to meet the physical needs of patients.

8. Perform homemaker tasks such as cleaning the home, bedmaking, doing laundry, obtaining food supplies, assisting with mail.

9. Correctly lift, move, and position patients, using good body mechanics and assisting devices.

10. Identify common patterns of illness and disability, their signs and symptoms, and how the Health Aide participates in their treatment.

11. Measure and record vital signs; measure intake and output; accurately observe, document, and report any changes in the patient's condition; and keep record of patient care activities.

12. Outline safety precautions and measures in the home.

13. Control the spread of microorganisms in home by applying principles of asepsis.

14. Assist the Physical Therapist, Occupational Therapist, Speech Therapist, and Registered Nurse in the rehabilitation of patients.

15. Define a well balanced diet, various kinds of therapeutic diets, and factors important in food selection, buying, cooking, and assisting a client to eat.

16. Demonstrate understanding of promotion and monitoring of patients' compliance with medication regimes, and can state HHA role and limitations in medications.

17. Correctly demonstrate the following procedures:

collecting specimen
changing non-sterile dressings
assisting with oxygen
special skin care
care of catheters
administration of enemas
cast care
assisting with an ostomy
assisting during a seizure
testing urine for sugar and acetone
breathing exercises
assisting the client to test blood sugar by finger stick
cold applications
application of binders and other supports

18. Discuss care of the dying patient and coping with death and dying.

19. Define an emergency, first aid, and steps to take in an emergency (Red Cross CPR card issued).

20. Identify special physical needs and unique aspects of care of the elderly, children, newborn, and new mothers.

21. Discuss how to apply for jobs, interview effectively.

Proposed Curriculum
HOME HEALTH AIDE PROGRAM

QUARTER I	Credits
HEALTH TECHNOLOGY 165 Introduction to Fundamentals of Patient Care for Home Health Aides	3
HSW 190 Special Needs Populations	3
HHA 110 Home Health Aide I	8
HOME HEALTH AIDE 111 Practice Lab I	1
Total First Quarter Credits	15
QUARTER II	
SPEECH 150 Job Communications Skills	3
HHA 120 Home Health Aide II	12
HOME HEALTH AIDE 121 Practice Lab II	2
Total Second Quarter Credits	17
TOTAL PROGRAM CREDITS	32

TACOMA COMMUNITY COLLEGE

HOME HEALTH AIDE CURRICULUM
Description of New Courses

Home Health Aide 110
(8 credits)

The first of two core courses in the Home Health Aide Program, this eight credit course introduces to the student the home health industry, role of the Aide and other team members, and functions and tasks. Basic communication skills and skills in coping with crisis are developed. An overview of anatomy and physiology is followed by instruction in personal care, infection control, safety, nutrition and food preparation, homemaking, and stress management. A field practicum for refining skills in included.

HHA 110 Practicum

Purpose: To practice communication skills learned, to make observations relevant to learning about developmental stages (e.g., children and aged), and to implement personal care skills learned in class and mastered in the practice lab.

Design: Six (6) hours per week during the second half of the quarter:

Child care centers Geriatric day care sites	with assignments in observations and communications
Nursing homes	to monitor vital signs, give bed baths and personal care.

Home Health Aide 111
(2 credits)

Home Health Aide 111 is a two credit practice lab which provides supervised practice of skills learned before implementation in practicum.

Home Health Aide 120
(12 credits)

The second of two core courses in the Home Health Aide Program, this twelve credit course explores common illnesses and disabilities and the Home Health Aide's role in intervention. Procedures and skills required of a Certified Nurse Assistant are taught and mastered. Instruction is given in care plans, promoting compliance with medications, taking part in rehabilitation processes, assisting with death and dying, administering first aid, and caring for infants and new mothers. Communication skills and interpersonal skills are emphasized throughout. Practicum places students with Home Health agencies to administer care with guidance.

HHA 120 Practicum

Purpose: To implement medical observational skills and documentation and reporting skills learned in class, to continue to refine communication skills, role modeling with practising Home Health Aides, implement personal care and technical skills learned.

Design: Ten (10) hours per week for nine weeks. Students will be assigned to home health agencies under contract between the agency and TCC, make home visits with Home Health Aides, participate in aide care within the scope of what has been learned in the program and mastered in the campus lab.

Home Health Aide 121
(2 credits)

Home Health Aide 121 is a two credit supervised practice lab for mastery of skills learned.

HSW 190, Special Needs Populations
(3 credits)

HSW 190 is a three credit course in the Home Health Aide Program. It is designed to promote understanding of the special needs of defined populations, strategies for the care giver helping meet these needs, and programs and services available to them. The populations surveyed are older adults, ill persons, disabled persons, children, and severely disturbed adults and children.

PROPOSED COURSE MODIFICATION

Course Number: HT 165 Credits: 3

Course Title: Introduction to Fundamentals of Patient Care for Home Health Aides

Course Description: This course is designed to introduce the common knowledge that all workers in health care fields should have as they provide care dictated by their individual discipline. The course assists the student to function effectively in the hospital. Emphasis will be placed on observation, communication and the recognition that the patient and his/her health problems are the foci of activities of all members of the health team. Basic nursing technical skills will be included.

Course Purpose: This course is designed to introduce problems of caring for sick patients when they are undergoing special treatments by Allied Health personnel.

Course Outline:

I. The definition of health (World Health Organization)

II. Illness and its determination

III. Patient's rights

IV. Communication

V. Physical and emotional needs of the patient

VI. Patient-Health Care Worker relationships (ethics)

VII. Methods of patient care

VIII. Medical asepsis

IX. Body mechanics and moving patients

X. Transfer techniques -- use of mobility aids

XI. Medical emergencies

XII. Cardiopulmonary resuscitation

XIII. Vital signs and oxygen administration

XIV. Patient care affected by special problems

XV. Urinary catheters, care of

XVI. Basic principles of administration of enema

XVII. Isolation techniques

COURSE PROPOSAL

HSW 190: Special Needs Populations
(3 credits)

Course Outline

I. Understanding Basic Human Needs

A. Needs as a driving force in life

B. Hierarchy of needs

II. The Individual and The Family

A. Family dynamics and roles

B. Supporting the family as caregiver

III. Understanding and Working with Older Adults

A. General facts and figures

B. Basic needs of older people

C. Programs and services for older adults

D. Communication strategies for mentally impaired older adults

IV. Understanding and Working with Ill Persons

A. Services for the ill person and the family

B. Common reactions to illness and how to deal with those reactions

C. Goals for the care of the ill person

D. Programs and services for ill persons

V. Understanding and Working with Disabled Persons

A. Understanding physical and developmental disabilities

B. Special needs of the physically and developmentally disabled

C. Introduction to concepts of normalization and empowerment

D. Communication strategies for developmentally disabled

E. Programs and services for disabled persons

VI. Understanding and Working with Severely Disturbed Adults and Children

A. Introduction to categories used to classify severely disturbed persons

B. Special needs of the severely disturbed, including medications and knowledge of other forms of treatment history

C. Programs and services for the severely disturbed

D. Communication strategies with severely disturbed people

VII. Understanding and Working with Children

A. Introduction to growth and development

B. Reaction of children to stress and illness in the family

C. Communication strategies with children

D. Programs and services for children

HHA 110: Home Health Aide I
8 Credits

ROLE OF THE HOME HEALTH AIDE

I. Define home health care

II. Describe home health care agencies and programs.

A. Functions

B. Policies

C. Payment systems

D. Organization

E. Plans for care

F. System of supervision

III. Describe the roles of the following professionals in home health care.

A. Registered Nurse

B. Licensed Practical Nurse

C. Physical Therapist

D. Social Worker

E. Occupational Therapist

F. Speech Therapist

G. Nutritionist

IV. List functions and tasks of the Home Health Aide

A. Describe how the HHA interacts with other members of the care team.

B. Discuss responsibilities of the Agency to the HHA and the HHA to the Agency.

C. Discuss the role of the HHA supervisor.

D. Discuss qualities that are desirable in a HHA.

E. Define ethics and the ethical responsibilities of the HHA.

F. Outline how the HHA role fits in the family structure -- responsibilities to the individual family.

G. List functions and tasks which a HHA may not carry out.

V. Suggested activities

A. Lecture and discussion

B. Role play

C. Case stories

D. Model plan of care

E. Use of visual aids

THERAPEUTIC COMMUNICATION

I. Why communicate therapeutically?

- A. Role of Home Health Aide as facilitator of the family's and patient's expressions of home health care needs.
- B. Establishing an environment for home health care to take place effectively.

II. Components of therapeutic communication

- A. Establishing rapport
- B. Communicating acceptance and understanding of patient and family
- C. How to listen so people will talk
- D. How to talk so people will listen
- E. How to remain separate

III. Special communication skills

- A. Attending
- B. Observing and understanding verbal and nonverbal behavior
- C. How to listen for feelings and content
- D. Active listening
- E. Clarification skills
- F. Being assertive

IV. Coping with crisis situations

- A. Characteristics of crisis
- B. Principles of crisis intervention
- C. Managing intensity
- D. Helping the patient and/or family stabilize
- E. Knowing when to get help

PSYCHOLOGICAL AND PHYSICAL NEEDS OF PEOPLE

I. Name basic needs all people have

A. Discuss how cultural background affects our needs

B. Explain why people sometimes cannot meet all of these needs

1. Describe how people feel when they cannot meet their needs

2. Describe the effects that stress has on a person physically and emotionally

C. Identify ways in which a HHA may assist people to meet their needs

D. Outline how a HHA's own needs affect her work performance

II. Family Structures

A. Define family

1. Describe how families help meet the members' needs

B. Compare different types of family structures

C. Describe the roles of members of the family

D. Compare different family styles in handling conflict, making rules, showing love, managing stress, communicating, etc.

E. Describe how the following factors lead to differences in families:

1. goals and values

2. customs and traditions

3. resources (financial and others)

4. religious beliefs

5. ethnic background and culture

6. political beliefs

F. Discuss how the family's structure and style will affect how the HHA approaches and interacts with the family.

III. Special needs of children

A. Compare basic physical and emotional needs of children to those of adults.

B. Identify key characteristics of children in the 5 stages of childhood develoopment.

C. List common ways children react to the stress of illness.

D. Describe principles of disciplining children.

IV. Working with ill persons and personal care goals.

A. List principle reasons why home care services may be needed.

B. Discuss common reactions by individuals and families to illness.

C. Define goals for the HHA in the care of ill persons.

V. Learning Activities

A. Group identification

B. Group needs

C. Case study/ies

D. AV's family/children

OVERVIEW OF BODY SYSTEMS

I. Structure of body systems

A. Define cell, tissue, organ, and system

B. State five types of tissue and their functions

C. Explain special problems with the skin that an ill person may have

1. Define decubitus

II. Muscle-skeletal system

A. Demonstrate the following movements of different body parts:

1. Adduction

2. Abduction

3. Flexion

4. Extension

B. Compare functions of voluntary and involuntary muscles

C. Define: atrophy, contracture, range of motion, alignment

III. The nervous system

A. Describe types of problems a person might have if there is an illness of the nervous system

B. Define: paraplegia, hemaplegia, reflex, aphasia, flaccid

IV. The circulatory system

A. List the major functions of blood

B. Describe the circulation of blood through the heart

C. Define myocardial infarction (MI)

V. The respiratory system

A. Given a chart, correctly identify the pharynx, trachea, larynx, diaphragm, bronchi, and lungs

B. Describe how problems with the respiratory system affect a person's ability to function

VI. The digestive system

A. Define: digestion, nausea, emesis, constipation, diarrhea, flatus, and distention.

B. Describe the process of digestion.

VII. The urinary and reproductive systems

A. Describe what happens when the urinary system is not functioning properly

B. List the organs of the reproductive system

1. Discuss the special feelings people have about sexual organs and the need for understanding and consideration by the care giver.

VIII. Observations

A. For each body system, list signs and symptoms of problems which should be observed by the HHA and recorded and reported

B. Define: anterior, posterior, acites, edema, dyspnea, cyanosis

C. Given case studies and health care forms, including flow sheets, correctly document care and observations on the form, using medical abbreviations as appropriate

1. Define medical abbreviations commonly used by the HHA.

IX. Learning Activities

A. Anatomy labeling charts

B. Demonstration of muscle and limb motions

C. Body systems work sheet

D. Group role play with case studies and care plans and flow sheets

E. Practice documentation session

PERSONAL CARE

I. Demonstrate proper techniques for moving and positioning clients in bed

A. State the reasons good body alignment and frequent changes in position are necessary.

B. State general positioning rules.

C. Correctly position a simulated patient on his back, side lying, and prone (on the stomach) using good body alignment and supportive pillows, folded towels, etc., as appropriate.

D. Identify why a pull sheet is used to help move a client.

E. Demonstrate assisting a client to pull up in bed and turning onto his side, using proper body mechanics as previously learned.

II. Identify rules to follow in bedmaking

A. Make an unoccupied bed:

1. gathering linen to be used

2. using mitered corners and wrinkle-free bottom sheet

3. working entirely on one side of the bed until that side is finished

4. correctly handling used linen

5. state how to prevent spread of micro-organisms from linen

B. Demonstrate making an occupied bed using the same principles as above, plus: correctly and safely position the client during the bedmaking.

III. Oral Hygiene

A. Discuss the reasons for giving oral hygiene.

B. Define oral hygiene.

C. List the equipment needed to give oral hygiene.

D. Demonstrate brushing teeth when the client is unable to assist.

E. Demonstrate flossing teeth.

F. List the steps in caring for dentures.

IV. Bathing

A. Discuss the reasons for bathing and factors in frequency of the bath.

B. List rules to follow in giving a bath.

C. Demonstrate correctly giving a complete bed bath.

D. Identify how to help prevent pressure sores (decubiti)

E. Describe assisting with a tub bath or shower.

V. Back Rub

A. List the reasons for giving a back rub.

B. Demonstrate the correct technique for giving a back rub.

VI. Shampoo

A. List rules to follow in caring for hair.

B. Demonstrate proper technique for a shampoo in bed.

C. Describe assisting with a shampoo at the sink.

VII. Shaving

A. List the steps in proper technique for shaving a client.

VIII. Elimination of Body Wastes

A. Demonstrate the proper technique for assisting a client with a bedpan.

B. Describe how the technique should be altered for a client who is very weak, has partial paralysis, or other disabilities.

C. Identify what observations should be made and recorded about the nature of the urine and feces.

D. Demonstrate proper technique for assisting a client with a urinal.

E. Demonstrate assisting a client with a portable commode.

F. Describe bowel and bladder training programs.

G. Identify how the HHA assists in such training.

IX. Learning Activities

A. Practice lab -- student demonstration of different positions, bedmaking, bathing, oral hygiene, back rub, shampoo, assistance with bedpans and urinals.

INFECTION CONTROL

I. Aesepsis

A. Define aesepsis

B. Explain conditions necessary for a microorganism (bacterium or virus) to be harmful to a person

C. List the conditions necessary for microorganisms to grow

D. Describe four important methods to prevent the spread of microorganisms

E. Explain sterilization and disinfection

F. Identify rules of handwashing

G. Demonstrate correct procedure for handwashing.

H. State when hands should be washed while in the client's home

II. Learning Activities

A. Demonstration of handling of linens, secretions, drainages, etc.

B. Demonstration and return demonstration of handwashing.

SAFETY AND SECURITY

I. Providing and working in a safe environment

A. List common safety problems in the home

B. Discuss how to correct or avoid the problem areas

C. List special safety precautions to take with young and older clients

D. Explain how to make a fire plan

E. Explain what to do in case of fire

F. Describe safety precautions necessary when oxygen is in use

G. Identify electrical precautions to prevent accidents

H. Describe poison prevention

I. Discuss protection of a client's security on interacting with others outside the family

NUTRITION

I. Importance of food and nutrition.

A. Describe the physiological importance of food to the body.

B. List the kinds of nutrients in foods and the role they play in body functions.

C. Explain the role of nutrition in growth and development.

D. Outline the process of digestion and absorption in the body.

E. Name common food "myths" or misinformation.

II. Discuss the psychological role of food and nutrition.

A. List factors influencing individual and family food habits.

B. Discuss the role food plays in social interactions.

C. Explain how one's cultural, ethnic, and religious background and values influence eating habits.

D. Identify differences in age groups throughout the life cycle in the perception of the importance of food and eating habits.

III. Food Management/Meal Planning

A. Outline the four basic food groups and their contents.

1. Identify the number of servings from each group that should be included in a one day diet for optimum nutrition.

B. Discuss how daily requirements can be adjusted to accommodate individual preferences or requirements.

C. Given a client description, devise a one week menu that includes daily requirements, provides variety, and meets his preferences (take into consideration color, flavors, and textures).

IV. Shopping

A. Explain how to read labels.

B. Define unit pricing.

C. List cost cutting food buying techniques.

D. Given a sample menu, prepare a shopping list for that menu that includes the most economical form of items (that is, bulk quantities, fresh versus frozen, individual ingredients versus package mixes, etc.).

V. Storing Food Safely

A. Describe how the following foods should be stored:

1. Fresh meat, fish and poultry
2. Dry staples
3. Canned foods
4. Dairy products
5. Frozen foods
6. Fresh fruits and vegetables
7. Cured and smoked meats

B. Discuss types of organisms that cause food-borne illness.

C. Identify the effects of temperature on organisms that cause food-borne illness.

D. Outline general storage points.

E. List good food handling practices.

VI. Meal preparation/Preparing food economically.

A. Discuss how to economize by using leftovers, "double cooking," one-pot meals, cooking with low heat and only until tender, etc.

B. Identify safe cooking practices.

C. Describe how to conserve nutrients in fresh vegetables and other foods.

D. Discuss the effect that different cooking methods have on food nutritional value, for example, broiling or frying.

E. Describe the affect that attractive presentation of a meal has on a client's receptivity to the meal.

1. List pointers in serving meals in an appealing manner.
2. List considerations if the meal must be served to the client while in bed.

VII. Assisting a client to eat.

A. List safety factors important in feeding a client.

1. Identify the safe way to ascertain whether a client can swallow before beginning feeding.

B. Identify emotional/psychological factors important in feeding a client.

C. Describe how you would proceed in assisting someone to eat, including major important points.

VIII. Learning Activities

A. Role play with case studies

B. Preparation of sample menus and shopping lists

C. Practice lab experience with assisting fellow students in eating

HOMEMAKING

I. Maintaining a Clean and Safe Environment

A. Discuss the purpose of homemaker functions and how a clean, well-maintained home contributes to health, safety, and the plan of care.

B. List home maintenance precautions for preventing disease.

C. Explain how a family's customs and feelings influence how a HHA carries out the homemaking plan.

D. Describe basic cleaning, housekeeping and maintenance tasks.

1. Outline rules of organizing housekeeping tasks.

2. List appropriate procedures, equipment, and supplies to use in accomplishing these tasks.

3. Give examples of improvising when there are limited supplies, equipment, and money resources.

E. Demonstrate principles of body mechanics in performing homemaking tasks.

F. List specific approaches to cleaning areas such as floors, the kitchen, bathroom, etc.

G. Discuss use of laundry products and steps in laundry procedures.

II. Managing Time, Energy, Money, and Resources

A. Identify ways to conserve time and energy while providing services.

1. List techniques for saving time.

2. List energy saving tips.

B. Identify resources within the family.

C. Given description of family situations that a HHA may be involved in, identify needs that could be possibly met through community resources.

D. Make a plan for communicating these needs to the agency supervisor and referring the family to these resources.

E. Describe the HHA role in the family's management of money.

III. Learning Activities

A. Group activity, devise a sample work plan for cleaning a home

B. Role play problems in homemaker role

MANAGING STRESS

I. Understanding stress

   A. Stress vs. distress

   B. Maintaining optimum stress levels

II. Stress and illness: The Western Connection

III. Factors which influence the impact of stress on the individual

   A. Genetic inheritance

   B. Personality

   C. Perceptions

   D. Values, beliefs, attitudes

IV. Stress management techniques for the Home Health Aide

   A. Breathing

   B. Relaxation

   C. Processing stressful events more effectively

   D. Paying attention to needs and signals from the body

   E. Providing proper supports for a stressful career

      1. Nutritional support

      2. Physical fitness support

      3. Time management support

      4. Environmental support

      5. Emotional/social support

HHA 120: Home Health Aide II
12 Credits

ILLNESSES AND DISABILITIES

I. Diabetes

A. Describe the disease processes of diabetes

B. Outline signs and symptoms

C. State usual treatments for diabetes

1. Demonstrate how a client would test his blood sugar level and urine sugar and acetone

a) Explain the meanings of the test results.

b) Describe how a HHA might be asked to assist a client with his testing.

c) Given a flow sheet, correctly fill in test results and medication taken.

2. Identify the different kinds of insulin and oral medication

a) Outline how insulin should be stored, drawn up, and taken.

b) Describe the HHA's role in reminding the client to take medication, keep records, and promote the client's compliance with the treatment plan.

3. Compare and contrast signs and symptoms of high blood sugar and low blood sugar (insulin reaction).

4. Identify test results or signs and symptoms which the HHA should report to the supervisor.

5. Describe the composition of diabetic diets and how they help control blood sugar level

a) Discuss the importance of timing of meals.

b) Given a case study and prescribed diet, make a daily meal plan that would follow the diet and take into account the individual's preferences.

6. Explain the role of exercise in blood sugar level control.

7. Develop a plan for special skin and foot care for the diabetic client.

8. Name special concerns of children with diabetes.

D. List common problems diabetic clients have and signs of these problems which should be reported.

E. Describe emotions a diabetic person may experience in managing his disease.

II. Heart and Circulation Disorders

A. Give examples of common problems in the cardiovascular system.

B. Define the following terms:

(1) thrombus

(2) embolus

(3) tachycardia

(4) bradycardia

(5) angina

(6) MI

(7) cyanosis

(8) atherosclerosis

(9) arteriosclerosis

C. Define hypertension and the HHA role in the treatment plan.

D. State signs and symptoms of an MI

1. Develop a plan for action if a client has these signs and symptoms.

2. Discuss the role of the HHA in caring for a client recovering from an MI.

a) Describe the emotional impact an MI might have on someone's life.

E. Describe pacemakers and guidelines to use in caring for someone with a pacemaker.

F. Outline signs and symptoms of congestive heart failure.

G. Define CVA and signs and symptoms associated with

1. Describe the kinds of disabilities someone who has had a stroke may have.

2. Define: aphasia, hemiplegia, flaccid

3. Develop a plan of care for the HHA working with a client who has had a stroke and his family.

H. List special diet considerations for clients with cardiovascular disease.

1. List foods recommended and foods not allowed in a low cholesterol, low-fat diet.

2. Identify different levels of sodium restricted diets and foods which should not be included in a low sodium diet.

a) Name flavoring aids to enhance the flavor of low sodium diets.

3. State other food factors (such as temperature) which affect people with cardiovascular problems.

4. Describe a mechanical soft diet.

5. Develop a plan for promoting acceptance of the prescribed diet for a client with cardiovascular disease and his family.

III. Cancer

A. Define cancer.

B. Discuss the fears and concerns a client with cancer and his family may have.

C. Outline some of ways that cancer is treated and side effects of these treatments.

D. Describe how the HHA can help the family deal with their feelings and carry out a plan of care.

1. Describe how communication skills are used in this process.

E. Identify the special needs of someone with a prolonged debilitating disease.

F. Identify special nutritional needs of the person who has cancer.

1. Define high protein diet and list good protein food sources.

2. Discuss other diet modifications which may be necessary for the person with cancer.

G. Describe a Hickman catheter and precautions that should be taken when caring for a client with a Hickman.

1. List observations to be made about the catheter site.

IV. Respiratory Disease

A. Define COPD, emphysema, and asthma.

B. Describe the disease processes of lung disease.

C. Identify factors in the environment which affect respiratory disease.

D. Outline common needs and a plan of care for the client with respiratory disease.

E. Define tracheostomy.

1. Outline care and special needs of the client with a tracheostomy.

2. Demonstrate cleaning of the area around the tracheostomy.

3. State procedures the HHA may <u>not</u> do related to care of the tracheostomy.

V. Kidney Disease

A. State the kinds of health problems a client with kidney disease may have.

B. Outline the process of kidney dialysis.

1. Describe a dialysis shunt and how it should be cared for.

C. Discuss diet modifications for the person with kidney disease.

VI. Digestive Disorders

A. List common disorders of the gastrointestinal tract.

B. Describe colostomy and ileostomy and how they function.

C. Outline special diets related to digestive problems: low residue, high fiber/low fiber, bland diet.

VII. Hearing Loss

A. Identify some common causes of hearing loss.

B. Discuss the emotional impact and difficulties in daily life that a hearing loss may cause.

C. State ways to better communicate with a hearing impaired person.

D. Discuss handling and cleaning of a hearing aid.

E. Outline special safety concerns and aids for the hearing impaired.

VIII. Vision Impairment

A. Identify causes of vision loss.

B. Discuss emotional impact and special difficulties in daily life that a vision loss may cause.

C. Develop plans for accommodating for vision loss in administering HHA care.

D. Outline special safety concerns and aids for the visually impaired.

IX. Mobility Impairment

A. Name illnesses which may lead to impairment in mobility.

B. Explain how injuries may result in mobility impairment.

1. Define paraplegic, quadriplegic

C. Identify approaches and techniques which those with mobility impairment identify as most helpful.

X. Dementias

A. Define dementia and some of the causes.

1. Differentiate between reversible and non-reversible dementias

2. Explain the diagnoses Alzheimer's Disease and Organic Brain Syndrome

B. Describe behaviors a HHA might see which may indicate dementia.

1. Give examples of decline in thinking abilities

2. Describe personality changes which might be seen.

C. Given a case history, write a description of how the HHA might communicate significant signs and symptoms or changes she observes.

1. Explain the need for assertiveness in getting assistance for the client.

2. Explain how family members can be involved.

D. Describe goals and treatment for the client with dementia.

1. Identify how the physical environment of the home may need to be modified.

2. Discuss how social contacts and activities may need to be restructured.

3. Describe thinking retraining techniques which may be prescribed and the HHA role in following the plan.

4. State the importance of promoting continued independent functioning of the client with dementia.

PROCEDURES AND SKILLS

I. Specimen collection

A. Explain how a specimen should be handled and stored once collected.

B. Demonstrate correct procedure for collecting a routine urine specimen.

C. Define a midstream clean catch urine specimen.

1. Demonstrate collection of

D. Explain the procedure for collecting a 24-hour urine specimen.

E. Describe the purpose of straining urine and how this should be accomplished.

F. Demonstrate correct procedure for collecting a stool specimen.

G. Demonstrate correct procedure for collecting a sputum specimen.

II. Non-sterile dressings

A. List the types of dressings a HHA may change.

B. Identify what kinds of observations should be made and recorded about the wound, surrounding skin, and the drainage.

C. Demonstrate correct technique for changing a non-sterile dressing, including cleaning the wound.

1. List different kinds of solutions which might be used for wound cleaning.

III. Enemas

A. State reasons for administering an enema.

B. List the different types of enemas which may be ordered to be given.

C. Describe how the HHA would prepare the client for the procedure.

1. Identify feelings people have about receiving an enema.

D. Demonstrate correct procedure for administering a soap suds enema.

E. Given a case study, write HHA notes to document enema given and pertinent observations about the procedure which should be recorded.

IV. Special skin care

A. List factors which may lead to breakdown of skin in the ill client.

1. List signs of a pressure sore.

B. Describe the complications and effects of pressure sores

C. List personal care measures to promote healthy skin integrity.

D. Discuss the role of diet in preventing skin breakdown.

E. Describe special treatments that may be prescribed to care for pressure sores.

V. Catheter care

A. Describe the purpose and function of an indwelling urinary catheter.

1. State the reasons the client with a catheter is at risk for infection.

B. Diagram proper position of the catheter drainage tubing and fixation of the catheter to the client's thigh.

C. State characteristics of normal urine drainage, normal amounts of drainage, and abnormal characteristics of the urine which should be reported.

D. State rules to follow in handling a drainage system.

E. Demonstrate proper procedure for caring for the catheter during personal care.

F. Demonstrate changing the drainage system to a leg bag.

VI. Ostomy care

A. Define: colostomy, ileostomy, ureterostomy.

B. Describe the different kinds of drainage with different types of colostomy.

C. Discuss feelings that clients and their families might have about the ostomy.

D. Outline how the client with an ostomy should be caring for the ostomy and surrounding skin.

E. Describe the procedure for irrigating a colostomy.

1. List safety procedures a client should know in irrigating his colostomy.

2. Identify how a HHA might assist with the irrigation.

F. Describe the procedure for assisting a client with his ostomy care.

VII. Testing urine for sugar and acetone

A. Discuss the reasons for testing urine for sugar and acetone.

B. State how to collect a correct urine sample for testing.

C. Identify correct storage of testing materials.

D. Demonstrate proper technique for testing with different types of testing materials.

E. Given sample testing results, correctly fill in a diabetic flow sheet.

F. Identify test results which should be reported to the HHA supervisor.

VIII. Assisting the client to test blood sugar level

A. List the supplies needed for blood testing.

B. Outline the procedure that should be followed by the client testing his blood sugar.

C. Describe the HHA role in assisting with the procedure.

D. Given sample blood sugars, correctly fill in a diabetic flow sheet.

E. Identify test results which should be reported to the HHA supervisor.

IX. Cast care

A. List reasons why a cast may be applied.

B. List observations that should be made and recorded about the cast and injured part.

C. Describe how a cast should be handled.

X. Cold applications

A. List reasons why a cold application might be ordered in the plan for care.

B. Demonstrate correct procedure for application of dry cold treatment and moist cold compresses.

C. State observations that should be made and recorded related to the cold application.

D. Identify unusual signs and symptoms which should be reported to the HHA supervisor.

XI. Assisting the client having a seizure

A. Describe the seizure process and the kinds of signs seen during a seizure.

B. List safety needs of the person having a seizure.

C. List do's and don't's for the HHA to follow when assisting during a seizure.

D. Given a case study, write a documentation of what occurred during a seizure.

E. Discuss the care needs a person has following a seizure.

F. Describe feelings people have about having had a seizure.

G. Identify how the incident should be reported.

XII. Assisting the client with tube feedings

A. Explain reasons why a client may be receiving feedings through a tube.

B. List different routes of feeding tubes.

C. State observations which should be made about the tube and the insertion site.

D. Describe different types of feeding formulas.

1. State how feedings should be stored.

2. State how feedings should be prepared to be administered.

E. Explain how the formula should be administered.

F. List observations to be recorded about the feeding and the client's response to it.

G. Discuss feelings clients might have about taking tube feedings and how the HHA can help.

FOLLOWING AND CONTRIBUTING TO PLANS OF CARE

I. Contents of a Plan of Care

A. Describe how a plan of care is developed.

B. Identify how the HHA contributes to the plan of care.

1. List information which the HHA records.

2. For each body system, list observations and changes which should be recorded and reported.

C. List information which should be included in a plan of care.

D. Discuss how a HHA receives direction by following a plan of care.

1. Explain how good communication skills assist the process.

2. State action the HHA should take if the plan of care is unclear, if he/she is asked to do something not included in the plan, or if the plan requires a procedure he/she has not been trained to do.

a) Describe how assertiveness skills are used in this process.

E. Given Intake & Output Records, and Flow Sheets, correctly document information.

PROMOTING COMPLIANCE WITH MEDICATIONS

I. The role of the HHA related to medications.

A. Describe how a HHA monitors the taking of medication, and promotes correct medicine routines.

B. Discuss things a HHA may not do related to medications.

C. Explain the importance of good communications.

II. General information about drugs.

A. List different forms of medications and the routes they are taken.

B. Explain the difference between prescription and over the counter drugs.

1. Discuss why the physician must know if the client is taking over the counter drugs.

C. State information that will be on the label of the prescription.

1. Explain the importance of instructions about what to take with the medication or special timing related to foods.

D. Discuss the HHA's role in helping the client understand instructions about taking medications.

III. Observations, Reporting, and Safety.

A. List the "Five Rights" of medication.

1. Explain how the HHA can help assure the "rights" are adhered to.

B. List reactions a client may have to medications.

1. Demonstrate reporting and documentation of reactions.

C. Given case studies with medication schedules, demonstrate recording observations related to medications.

D. Given problem situations related to medications, develop strategies the HHA might use to solve the problem.

IV. Storage and Disposal

A. Discuss important points about storage of medications.

1. Explain how the HHA can help promote safety.

B. State how medication which is no longer to be taken should be disposed of.

V. Oxygen

A. Explain how oxygen is a medication.

B. Describe how an oxygen tank should be handled.

C. Discuss the different ways oxygen can be administered and the importance of humidification.

D. State safety measures which should be implemented when oxygen is in the home.

REHABILITATION

I. Goals of Rehabilitation

A. Define rehabilitation and describe philosophies of rehabilitation.

1. Give examples of illnesses and conditions which commonly lead to a rehabilitation program.

B. Describe the role different health team members (including HHA's) have in the rehabilitation plan.

C. List factors taken into consideration in assessing for the rehabilitation plan.

D. Discuss needs of the person with limited function and the emotional impact of limitations.

E. Role play experiences in sensory deprivation and describe the feelings you have when experiencing sensory deprivation.

F. State some goals of rehabilitation.

II. Physical Therapy

A. Explain the principles of range of motion exercise.

B. Demonstrate the proper techniques for complete or partial range of motion program with a client

1. Compare passive and active exercise.

C. Describe how a plan should be written and demonstrated to the HHA based on an individual client's specific needs.

D. Discuss how the HHA can involve the client in his plan of care and help motivate him to be an active participant.

III. Movement and transfer

A. Demonstrate safe ways to move and transfer a person with one sided weakness.

B. Demonstrate correct use of a mechanical lift.

C. Demonstrate assisting people to walk using a number of assisting devices.

IV. Assisting with speech therapy

A. Define expressive aphasia and receptive aphasia.

B. Give examples of instructions a speech therapist might give to the HHA in assisting the client with speech.

C. Discuss observations and reporting which should be made regarding speech.

D. Explain why and how a swallowing assessment may be made by a speech therapist.

1. Identify the major safety concern in caring for a client with swallowing difficulty.

E. List do's and don't's for the HHA in caring for an aphasic client.

V. Assisting with occupational therapy

A. Define occupational therapy.

B. Give examples of devices that can aid the rehabilitating client in activities of daily living.

1. Demonstrate adapting household items and personal care items for use by a client with limited function.

2. List resources who can provide devices or assistance in adapting items.

C. Discuss the impact that independent functioning has on a person with limitations.

D. List adaptations which might need to be made in the home and environment for safety and independence for the client with limits in functioning.

DEATH AND DYING

I. Understanding feelings, reactions, and needs associated with death.

A. Discuss the kinds of situations in which a HHA might be involved with caring for someone who is dying.

1. Explain why the HHA must be aware of his/her own feelings about death in order to be helpful to the client and his family.

2. Define "Living Will" and "NO CODE" orders and agency policies regarding actions at time of death.

B. Describe the kinds of feelings and behaviors a dying person and his family might go through.

1. Give examples of how attitudes are influenced by background, culture, and religion.

2. Explain stages of grieving and individual differences in progressing through the stages.

C. List resources who can be helpful to the family experiencing death.

1. Explain how referral to these resources can be made.

D. Describe the need for support that the HHA may have while caring for a dying client and his family.

1. Describe techniques previously learned for coping with crisis and managing stress.

a) Discuss the need for the HHA to recognize his or her own needs and limitations and to communicate these assertively.

b) Discuss the concept of "looking out for yourself."

2. Role play communicating with the Home Health Agency and co-workers concerning feelings and reactions to caring for a dying person.

II. Special needs

A. Discuss special emotional needs the dying person may have.

1. Outline ways the HHA can help with these needs.

2. Describe the HHA role as a facilitator of communications within the family.

B. Describe special concerns in physical care of the dying.

1. Discuss the importance of maintaining independence.

2. Explain ways good personal care of the dying person affect him and his family.

III. The moment of death

A. Identify different patterns of an actual death.

1. Identify how the HHA can help the family to understand the process.

2. State the importance of continuing to communicate with the dying person up to the time of death.

B. Describe family reactions to the death and how the HHA can provide support.

C. Outline instructions the HHA should have from the agency in what to do at the time of death.

1. Identify who should be notified.

2. Describe instructions regarding care of the body.

3. Discuss documentation of the death.

D. Describe feelings and reactions the HHA might have at the time of death and possible sources of support.

EMERGENCY FIRST AID

I. General considerations

A. List common types of emergency medical situations.

B. Identify the HHA role as provider of basic first aid.

1. Identify the need to know the agency's policies regarding HHA actions in an emergency.

2. State who to call in an emergency, phone numbers to be posted by the client's telephone.

II. Restoring breathing and administering CPR

A. Demonstrate assessing for the absence of breathing and/or pulse.

B. Demonstrate assisting the person who is choking.

C. Demonstrate administration of CPR as previously learned in HT 170.

III. Stopping bleeding

A. Demonstrate controlling bleeding by using direct pressure and elevation.

IV. Poisoning

A. List different types of poisonous substances.

B. State the number to call for Poison Control if you suspect a poisoning.

C. List possible actions the Poison Control Center <u>may</u> suggest the HHA take before geting the victim to medical care.

1. List special actions to take if the victim is unconscious.

V. Shock

A. Define shock.

B. List signs and symptoms of shock.

C. List steps to take while awaiting medical care.

VI. Burns

A. Describe different ways burns can occur.

B. Identify how the HHA protects his/her own safety in a fire or electrical situation.

C. State steps to take for burn first aid

1. List things not to do to treat a burn.

D. Explain the need to check breathing and watch for shock with a major burn.

E. Identify for which types of burns to call for emergency medical services.

1. State the importance of notifying the agency supervisor of any type burn.

VII. Heart Attack

A. Identify signs and symptoms of heart attack.

1. State when and how to call for emergency medical services.

B. List steps to take to assist the person suspected of having a heart attack.

VIII. Stroke

A. List signs and symptoms of a CVA (stroke).

B. Identify the first and most important concern in assisting someone having a stroke.

C. Demonstrate proper emergency care of the person having a stroke.

IX. Electrical Shock

A. Describe how the HHA must protect him/herself when an electrical hazard is present.

B. Identify the need to assess for breathing and pulse and administer CPR, if necessary.

C. Describe the kind of wounds an electrical shock may produce.

X. Fractures

A. Describe signs and symptoms of a fracture.

B. State how the fractured part should be stabilized until medical help arrives.

C. Describe special handling of the person whom you suspect might have injured his back or head.

XI. Emergency Procedures

A. Explain actions to take if a client does not come to answer the door when the HHA arrives at an appointment.

B. Outline other signs at the client's home which might indicate an emergency situation.

CARE OF NEWBORNS AND NEW MOTHERS

I. General Considerations

A. Explain why a HHA may be involved with care of a new baby and mother.

B. Describe how the HHA fits in the family situation and special emotional considerations in a family with a new child.

1. Explain how communication skills assist the HHA in this role.

II. Postpartum Care

A. List care needs of a new mother.

1. Describe normal postpartum bleeding and abnormal signs.

2. Discuss complications which may require a special care plan.

3. List signs of infection.

4. Explain emotional variations a new mother may experience.

5. Develop a plan to promote the mother's recovery and resumption of usual activities.

a) Outline dietary needs of the new mother.

6. Given a case study, document observations which should be made on the plan of care.

7. State misconceptions the mother and her family may have about her care.

III. Caring for the Baby

A. Demonstrate correct ways to pick up and hold the baby.

B. Explain how the HHA may assist the mother to successfully breast feed her baby.

C. Discuss safe ways to prepare formula.

1. Demonstrate teaching a new family how to care for bottles and prepare formula.

2. Identify to what age pediatricians recommend commercial formula feeding.

a) List possible bad effects to the infant in using substitutes.

D. Outline recommendations for starting other foods for the infant and the rationale.

E. Demonstrate correctly bottle feeding and burping the baby.

1. List dangers of propping a bottle.

2. Identify safety in burping.

F. Describe the variations in sleeping and eating patterns of a newborn.

1. Discuss the emotional and physical strain new parents may have related to these schedules.

G. Describe normal newborn stools and abnormals which should be reported.

H. Describe signs and symptoms of newborn jaundice.

1. Explain why jaundice may need medical attention and how to report.

2. Discuss the use of "bili lights" in the home for treatment of jaundice and guidelines for their use.

I. Demonstrate diapering an infant.

1. Compare and contrast cloth and disposable diapers.

2. Outline how to launder diapers.

J. Demonstrate correct techniques for bathing a baby.

1. Outline safety related to bathing.

2. Describe how the navel and circumcision should be cared for.

K. Describe security and nurturing needs of an infant and how these can be met.

1. Outline some ways to soothe a fussy baby.

L. Name myths associated with infant care.

M. Discuss incorporating cultural and ethnic values in assisting in infant care.